**Lesson Plan: Interactive Read Aloud**

**Common Core State Standards:** Reading standards for Literature K-5.

Grade 5 CCST:

1. [CCSS.ELA-LITERACY.RL.5.1](http://www.corestandards.org/ELA-Literacy/RL/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

1. [CCSS.ELA-LITERACY.RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

1. [CCSS.ELA-LITERACY.RL.5.3](http://www.corestandards.org/ELA-Literacy/RL/5/3/) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

1. [CCSS.ELA-LITERACY.RL.5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

1. [CCSS.ELA-LITERACY.RL.5.5](http://www.corestandards.org/ELA-Literacy/RL/5/5/) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

1. [CCSS.ELA-LITERACY.RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) Describe how a narrator's or speaker's point of view influences how events are described.

1. [CCSS.ELA-LITERACY.RL.5.7](http://www.corestandards.org/ELA-Literacy/RL/5/7/) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

1. [CCSS.ELA-LITERACY.RL.5.9](http://www.corestandards.org/ELA-Literacy/RL/5/9/) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Objective:** The students will listen as the teacher reads aloud, making observations, which will allow students to make predictions, connections, and wonderings.

**Materials:** *Out Of My Mind* by Sharon M. Draper

**Lesson Sequence:**

* **Before Reading:**
	+ “Readers today I am going to begin reading a book to you aloud by a new author I just recently discovered. Have you ever heard of Sharon M. Draper? Maybe you know some of her other books, like the ones in her *Ziggy and the Black Dinosaurs* series. Or maybe you have heard of her newest book *Panic*. Today I am going to be reading the book *Out of My Mind* to you. I want you to look at the cover of the book and share with me what you see. Based on your observations, what do you think the book will be about? What do you think the fish is representing? Can you make a prediction based off of your observations?”
	+ Allow students to then predict, asking, “why do you think that?” and “what on the cover do you see that makes you think that?”
	+ “Your predictions are very interesting. Now I am going to read you the first two chapters aloud. I want you to listen as I read and pay attention to whether your predictions were correct or not. If we find our predictions are not confirmed, then we can simple make new predictions.”
* **During Reading:**
	+ Stop reading occasionally to allow students to confirm or make new predictions. If students appear not engaged with the story, stop and redirect by making a connection or asking a question. If students need redirecting, this is also an opportunity for the teacher to model her own thinking.
	+ Plan to stop at least three times to ask questions.
		- End of Pg.2 – “Why do you think the narrator can’t speak?”
		- Pg. 6 – “Why do you think Melody feels such a connection to music? Do any of you feel connections to music?”
		- Pg. 8 – “If Melody is unable to talk, can you predict ways of how she is able to communicate with people?”
	+ Model your own thinking.
		- At end of Pg. 8 – “If I were not able to talk to communicate with anyone I would feel very frustrated. It is natural to have feelings and to express those feelings through words. I can’t imagine not being able to talk and that is a very frustrating feeling to me. I wonder if Melody feels the same.”
	+ Point out any new or difficult vocabulary.
		- Pg. 5 – Contentment
* **After Reading:**
	+ “Readers turn and talk with a neighbor about two things:”
		- What do you think will happen next chapter?
		- What do you find interesting so far?
	+ After three minutes discuss these questions with the class while recording your answers on a piece of chart paper. You can reference this chart paper the next day to see if your predictions were accurate or not.
	+ “Great job today readers! We have made some very interesting predictions for the chapters we will read tomorrow. I can’t wait to see what will happen.”
* **Assessment:**
	+ How I will know if students are successful in reaching the objective:
		- Students will be successful if they are able to make accurate predictions, connections, and wonderings, based off of their observations, through oral discussion.